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ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The first grade guide contains units on the definition of a family, family members, family responsibility, family members as resources and important people, family customs and culture, family leisure time, and a variety of family daily living needs. The guide is illustrated with student art. (MSE)

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DS Manual 2650.1
April 1988

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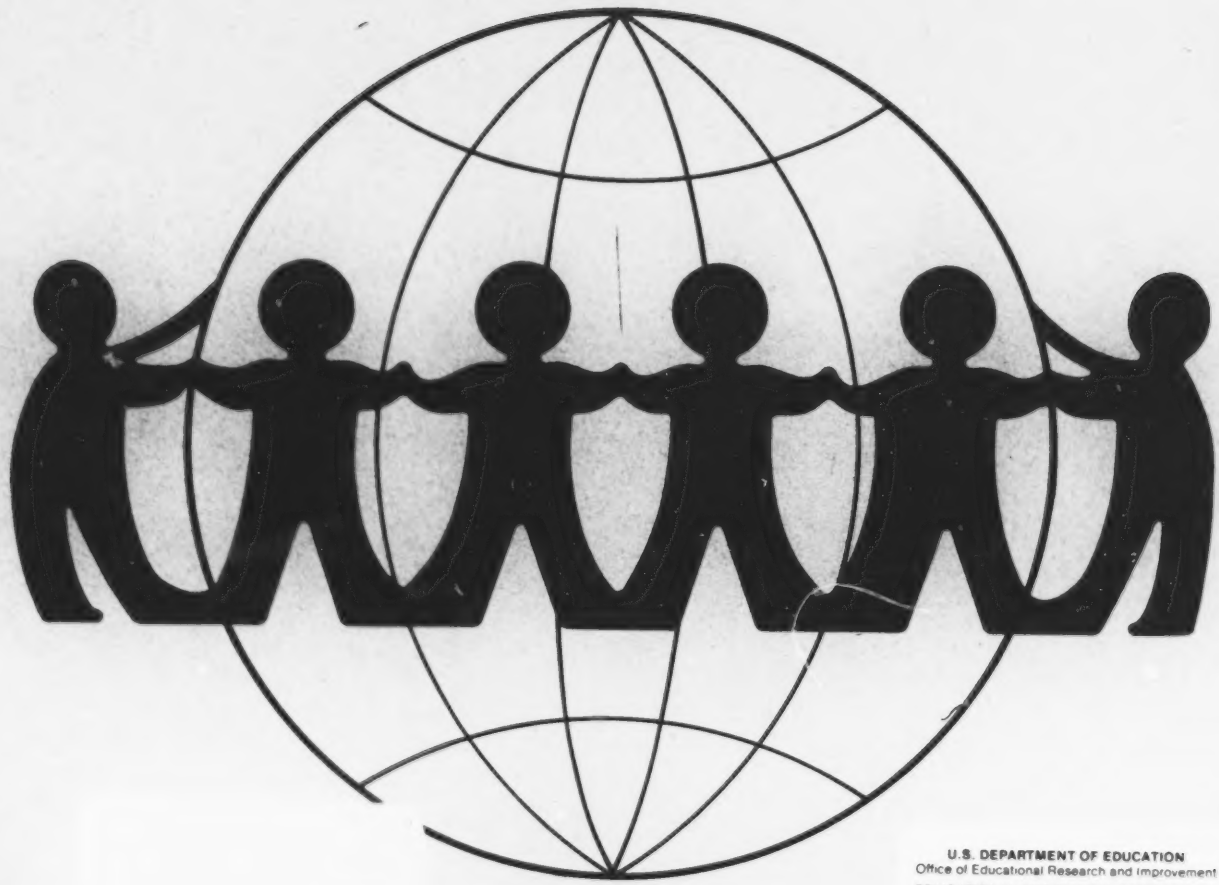
FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM



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YOUR FAMILY AND MINE
(First Grade)

FL 017 512

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PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

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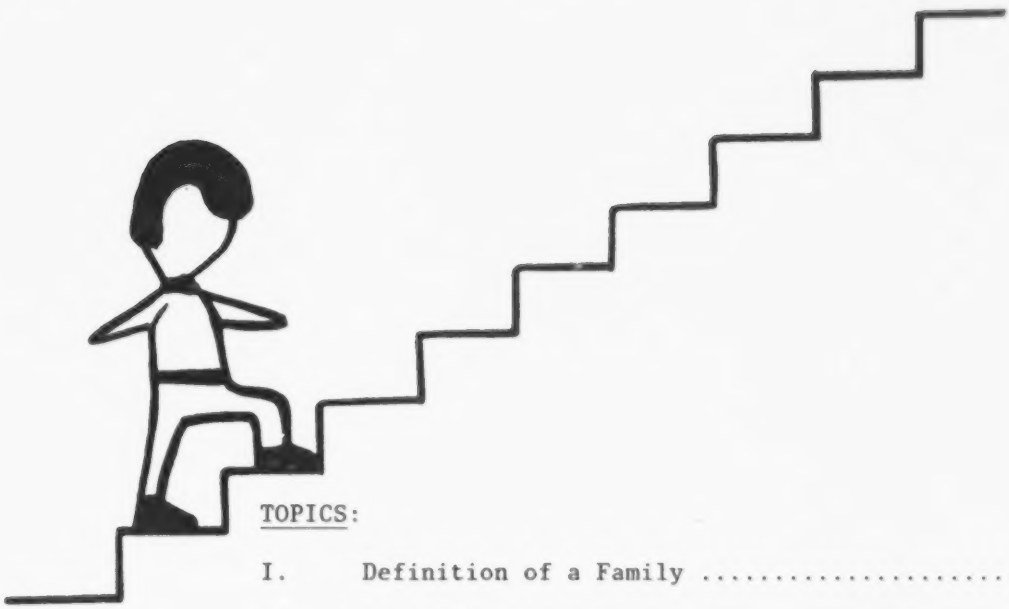

TOPICS:

I.	Definition of a Family	1
II.	Family Members	2
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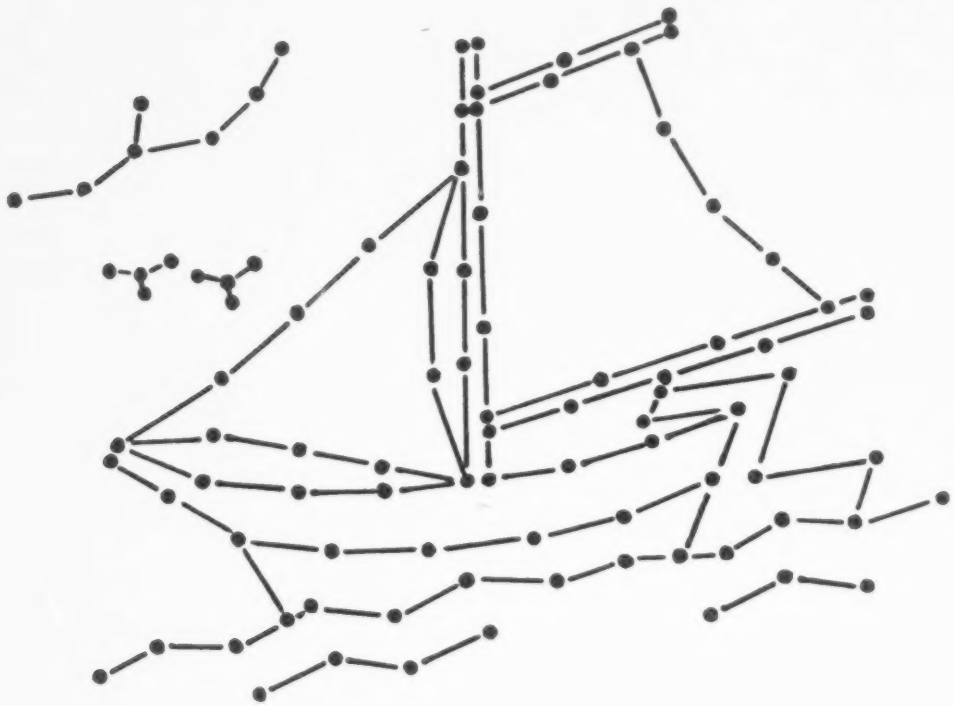
INTRODUCTION

The host nation theme in 1st grade is "Your Family and Mine." During the year there will be an indepth study of, and interaction with, the host nation culture, customs, and people through a study of family members, family responsibility, resources and important people, customs and culture, leisure time, and family needs of shelter, food and clothing.

The recommended time allocation for intercultural instruction for first grade is 80 minutes per week.



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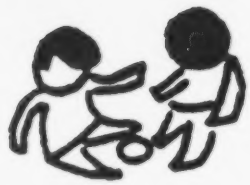


"The Stormy Transition"

Age 6

First graders are usually very active and restless. They are far more explosive than the 5-year old. Growing patterns vary widely. They may be mentally ready, but not socially or emotionally and vice versa.

They have difficulty in sitting still for long and learn best by active participation than with passive listening. These short periods of interest can make it difficult to carry on an activity to its conclusion.

Their work may be crude, since arm and hand muscles are not completely developed. Creative efforts should not be discouraged by emphasizing perfection.

They can paste and cut, use paint and crayons, and handle tasks with a fair degree of skill.

They require activities which develop large muscles - climbing, pulling, running, and free, active play.

Children want to be leaders and want to win, and find it hard to lose. They need to learn how to take turns and get along with others.

They enjoy group projects and games. They often enter with enthusiasm only to withdraw because something else attracts their attention.

Dramatics have a prominent part of their spontaneous play. They delight in simple, informal acting rather than elaborately planned affairs.

The difference between reality and fantasy are only gradually being realized. They sometimes need a "Was it really that way?"

Eagerness to learn is a strong trait. They ask "why" frequently. They look for clues and answers to their questions.

What is within the children's own environment challenge them first. The "far-away" remains vague and only slightly understood. They learn by concrete situations and direct participation. Time, like distance, is not a clear concept. They are interested in the present, in what is happening now. The future is unclear. "We will do this after recess" means more than "in half an hour".

They want responsibility. It's "grown-up." They like to help their teacher.

Emphasis upon academic grades can destroy a first-grader's confidence. Children should be helped to read and write and do numbers when they are ready, and not all first-graders will be ready at the same time.

Jenkins, Gladys G., et.al., These Are Your Children, (New York: Scott, Foresman and Company, 1953)

Every Student should

EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.

ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Definition of a family

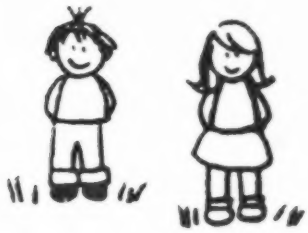
OBJECTIVES:

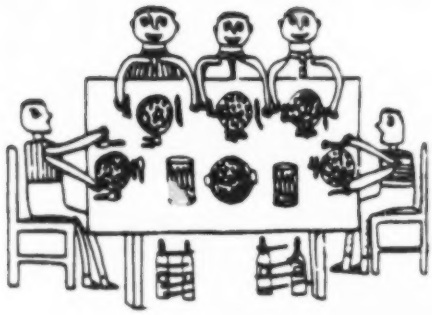
- Describe a family.
- Describe own family.
- Compare the families of the United States and the host nation.
- Copy family words in the host nation language.
- Relate the spoken host nation language word to a picture.

ACTIVITIES:

1. Have children bring photographs to class or have them draw pictures and make a bulletin board of different families. Label the family members in two languages. Children should be able to say family members' names in host nation language. Children should identify family characteristics that are the same, but note the differences.

2. Visit and plan an activity with a host nation family.





TOPICS:

II. Family members
   A. Different kinds of families
   B. Family background
   C. Family names
   D. Family size
   E. Family pets

OBJECTIVES:

- Identify the different kinds of families.
- Identify the different family members.
- Compare the family size of the host nation and the United States.
- Compare family pets and their care.
- Say family pet names in host nation language.
- Identify family members names in host nation language.
- Practice the host nation language with native speakers.
- Recite simple host nation songs and rhymes.

ACTIVITIES:

1. Chart background differences and similarities of individuals in the classroom.

2. Collect various leaves, preserve them between sheets of wax paper. Use the leaves in a book or on a bulletin board. Use the differences of leaves to begin a discussion of diversity of human beings.

3. Have children bring a flower to class. Have each child describes their flower. Form a bouquet with the flowers and have each child find his/her flower in the bouquet. Discuss how these flowers relate to America and the world, and in particular, the host nation country.

4. Take fingerprints or fingerprints of the children. This is a dramatic way to demonstrate inherited physical traits. Compare similarities and differences of the fingerprints or handprints.

5. Have children look through magazines and cut out pictures of all kinds of people. Make a "Family of People" tree by cutting out a large tree silhouette on heavy paper. Have the children make a collage of faces by pasting the pictures they have cut out of magazines onto the tree branches. Pin the completed tree collage up in the room and discuss similarities and differences among people.

6. Make a simple family tree which includes the grandparents.

7. Use the flannel board to explain the different family organizations, including single family units, in the host nation and the United States.

8. Have children sketch family members, place them next to their family tree, and identify each person in both languages.

9. The class might organize an "Adopt a Grandparent Program".

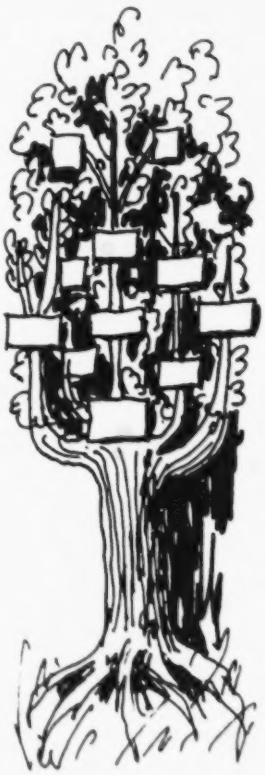
10. Compare host nation and American family names.

11. Make a "hands on" art project using the host nation name.

12. Practice children's host nation names through songs and writing.

13. Role play introductions using their host nation names.

14. Visit a host nation school to practice introductions.



15. Try to observe the size of host nation families. These observations could be done in public places. Keep a record of the observations.

16. Compare the host nation and American family size.

17. Learn the names of the various host nation family pets by using puppets, stuffed animals, or self made picture of animals.

18. Learn animal songs, action plays, rhymes, and dances in both languages.

19. Take study trip to a pet store to find out how pets are taken care for.

20. Make egg carton pets and identify them in host nation language.

21. Hold a pet show with a partner school. This activity requires planning and control, but can be a delightful experience. Dogs, cats, canaries, and hamsters speak everyone's language.

La cabeza de un loro

Gus Gonzales
Escuela de Diablo
Panama

Un pajarito

Brian Ritter
Escuela de Diablo
Panama

TOPICS:

III. Family responsibility
- A. Self
- B. Family
  - 1. Routine
  - 2. Past vs. modern day
- C. School
- D. Community
- E. Safety at home
- F. Traffic safety
- G. Survival vocabulary

OBJECTIVES:

- o Describe a child's role as a member of the family.
- o Describe family daily routines; morning, noon, after school, and night.
- o Compare daily routines of host nation families and American families.
- o Compare the school systems of the host nation and the United States specifically the age, hours, days, and homework.
- o Practice school manners such as accepting compliments and receiving a new child in the class.
- o Compare the school manners with host nation school manners.
- o Identify the rules for family safety.
- o Give examples of host nation traffic rules and signs.
- o Compare the host nation and American traffic signs.
- o Develop the value of host nation functional/survival vocabulary (e.g., address, telephone, directions).
- o Relate the printed and spoken host nation language word to a picture.
- o Use simple host nation language phrases, such as address and telephone number.
- o Identify words in the host nation language.
- o Give examples of how the study of host nation language phrases help in communication.
- o Respond physically to directions given in the host nation language.
- o Describe a host nation game.
- o Follow directions given in the host nation language.

ACTIVITIES:

1. Have children discuss their responsibility in their family. They might role play their responsibilities. Teach them the host nation terms for those responsibilities.

2. Teach a host nation game and follow the rules.

3. Demonstrate the daily family routines through use of puppets or dolls.

4. Take on a parent's role and role play the daily routine in a family.

5. Pantomime daily routines with a host nation school.

6. Dramatize the proper use of family and school manners.

7. After meeting with host nation students, American students can role play "If I were a host nation student, I'd like to _____."

8. Make an art project (mural, cone, etc.) showing the first day of school in both cultures.

9. Show and compare the school supplies used in both cultures.

10. Organize a "Sing-in-Festival" with a host nation partner class. The two classes prepare for and present a program in each others' schools. Each class sings songs popular in their country along with some songs of the other country. The program can be concluded with several host nation and U.S. songs sung together. Invite the host nation and American newspaper reporters for public relations.

11. Organize a "Work-In". The U.S. class and a host nation partner class work together on a school or community project; such as, cleaning trash from the woods, park or beaches, or raking leaves in a community area. Invite the host nation and American newspaper reporters for public relations.

12. Illustrate the "Do's" and "Don'ts" of safety at home both in host nation and American homes.

13. Use puppets to reinforce the "Do's" of home safety.

14. Bring in a police person to speak to the class.

15. Learn the host nation traffic signs and safety rules according to seasons. Be able to recognize the traffic signs in host nation language.

16. Apply the traffic rules and signs while on an actual walk. Then create "what if" situations for the students.

17. Set aside a space in the classroom where the students can make a student room (children do the planning and decorating) which changes according to the season. Invite a partner school.

18. Request military and host nation police to have the playground set up for the children to practice observing the host nation traffic signs.

19. Make an emergency poster. Include telephone numbers of the fire station, the police, and the hospital for both the host nation and American communities.

20. Make a classmate address and phone book.

21. Have students address a postcard to their family using their host nation address.

22. Demonstrate how to place a telephone call with a play phone and then on a pay phone.

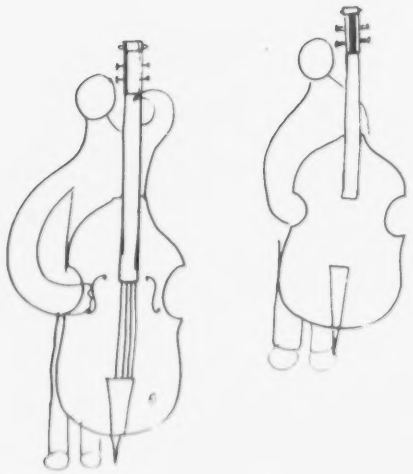
23. Practice simple host nation vocabulary calling friends, family, neighbors, and emergency people.

TOPICS:

IV. Family members as resources and important people
    A. Jobs at home
    B. Jobs for income

OBJECTIVES:

- Identify the occupations of family members.
- Distinguish between jobs at home and jobs for income.
- Explain the concepts of savings and saving money.
- Distinguish between two items by use of the two monetary systems.
- Identify job words in the host nation language.
- Join in study trip to host nation job sites; e.g., cookie factory, farm.
- Recite host nation number words up to 10 or further.



ACTIVITIES:

1. Discuss the different jobs and identify them in host nation language.

2. Visit the job site of a host nation parent.

3. Discuss jobs for which students get paid. Compare the amount of money earned with that the host nation child earns. Teach children how to compare U.S. currency with host nation currency. Set up a center in the classroom where students can purchase host nation items using host nation currency.

4. Discuss what savings are and why people save.

Anya Hayes
Seoul American Elementary School
Korea

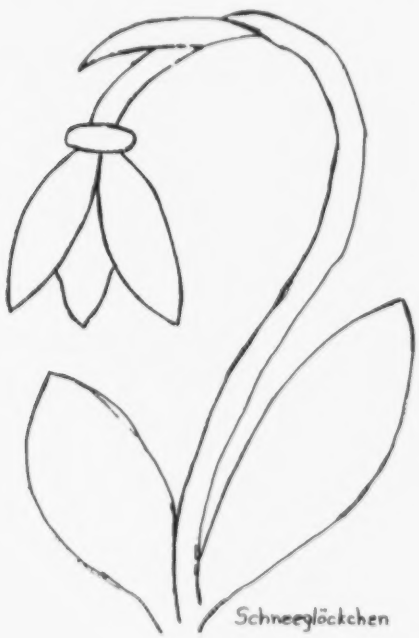
Laura Finical
Kaiserslautern
Germany

TOPICS:

V. Family customs and culture
   A. Births, birthdays, and weddings
   B. Holidays
   C. Local events

OBJECTIVES:

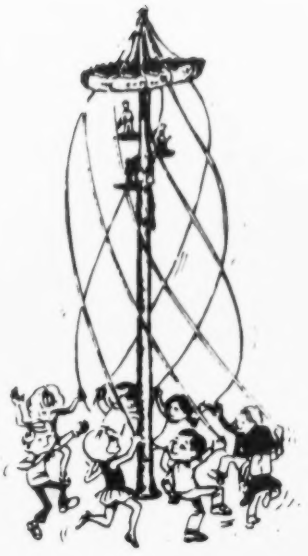
- Identify facts about special family celebrations of the host nation culture.
- Describe the customs of the host nation culture which are different from their own.
- Identify the feelings of host nation people in regards to births, birthdays, and weddings.
- Describe host nation customs during holidays, specifically New Year.
- Compare the activities of holidays in the host nation and the United States.
- Describe roles, customs, and activities of own family during holidays.
- Recognize major holidays and their origin in American and host nation cultures.
- Recognize differences/similarities in host nation and U.S. sports.
- Demonstrate a tolerant attitude towards the values and opinions of the host nation.
- Identify songs, dances, games, and stories of holidays and celebrations of the host nation culture.
- Identify similarities and differences in life styles between a host nation family and one's own.
- Prepare host nation arts and crafts projects.
- Dance a host nation dance pertaining to a holiday.
- Identify words in the host nation language.



Kasey Woody
Ansbach Elementary/High School
Germany

ACTIVITIES:

1. Make a project depicting the symbols of the culture; e.g., May Pole and Buddha's birthday lantern.



2. Make a flannel board comparing host nation customs with American customs.

3. Make monthly birthday calendars.

4. Participate in host nation customs and holidays.

5. Recognize the national anthems of both countries and make flags for both.

6. Make a monthly calendar of events; e.g., Volksmarches.

7. Share the host nation customs, national anthems, holidays, and feelings that are involved with your partner school.

8. Make projects for specific holidays; e.g., masks or hats for Halloween and Carnival. The American and host nation students should make their own masks/hats during a joint art and craft class and parade through school and community. Invite parents from both nations to judge the best masks/hats in various categories. Invite host nation and American newspaper reporters for public relations.

9. Make the necessary preparations for these host nation holidays. Consider activities involving the following:
   a. Food
   b. Music
   c. Clothing
   d. Art
   e. Games/sports
   f. Performing arts

10. Perform a dance of the host nation pertaining to the holiday.

11. Make a list of things you like to do in the host nation community.

12. Compare host nation likes to Americans likes.

Rachel Knight
Augsburg, Germany

13. Assign a custom to a group of students and ask each to pantomine the custom.

14. Have the children play "Grabbag." Wrap common household or personal host nation objects and put it in a box. Students should pick out an object, name it, and describe its function or purpose in the host nation. If they don't know what it is, a bilingual student can name and describe it.

15. New Year's is a holiday celebrated by the entire world. The beginning of the year varies in different parts of the world. Children might do one or both of the following activities:

a. Have a class New Year's party using an intercultural theme. Include New Year customs from the host nation.

b. Fold a piece of construction paper into a booklet. Have students draw pictures related to host nation customs and symbols.

Kristi Moyer
Italy

TOPICS:

VI. Family leisure time
   A. Daily
   B. Weekend
   C. Vacation
   D. Hobbies

OBJECTIVES:

- Describe ways host nation families use their leisure time during each season or each time of year.
- Compare leisure time of host nation and American families.
- Define hobbies and give examples.
- Compare the hobbies of the two nations.
- Identify words in the host nation language.
- Participate in study trips to host nation sites.

Nathanael Eveland

ACTIVITIES:

1. Talk about various experiences students had over the weekend.

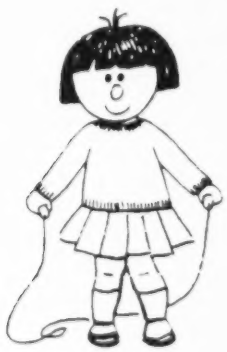
2. Pantomine your family leisure time activities.

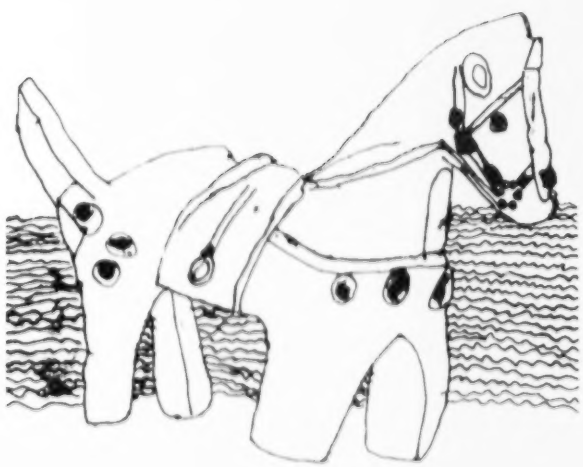
3. Examples of hobbies could be presented and children could be asked to define the term "hobby" and to describe their hobbies. Host nation children's hobbies could be explained and compared with their own.

4. Plan a study trip to a hobby maker or invite a hobby maker to your school to demonstrate his/her craft.

5. Plan a display of hobbies and invite students from the host nation school. Host nation students could bring examples of their favorite hobbies. Displays could be prepared so that similar hobbies were grouped together for informal inspection and observation. Certain students might demonstrate especially interesting materials. This activity may lead to the exchange of such items as stamps, coins, postcards, etc.

6. Plan a visit to a recreation/vacation area. Have students find out when the prime vacation times in the host nation are and compare these times to the United States. What are the seasonal activities in the area?





George Zabolski
Seoul American Elementary School
Korea

TOPICS:

VII. Family needs
- A. Shelters
  - 1. Purpose of shelter
  - 2. City vs. country shelter (exterior)
    - a. Climate
    - b. Temperature
  - 3. Types of homes (interior)
    - a. Position of rooms
    - b. Arrangement of living space
    - c. Functions of rooms
    - d. Number of floors
  - 4. Materials and tools used
  - 5. Workers involved

OBJECTIVES:

- o Discuss purposes of shelters.
- o Identify the American and host nation shelters, past and present.
- o Describe the construction of a building.
- o Discuss the various types of shelters, exterior and interior.
- o Identify the materials and tools used in the host nation language.
- o Identify the workers involved in building shelters.
- o Participate in study trips to host nation sites.

ACTIVITIES:

1. Children, teachers, and parents can share picture, photos, slides, or magazines of American and host nation shelters.

2. Children can make cut outs of various host nation shelters and prepare a display showing the environment in which the shelters are located.

3. Plan a study trip to observe different styles of architecture. The preparation for the trip should include explanations which can be understood by the first grade child.

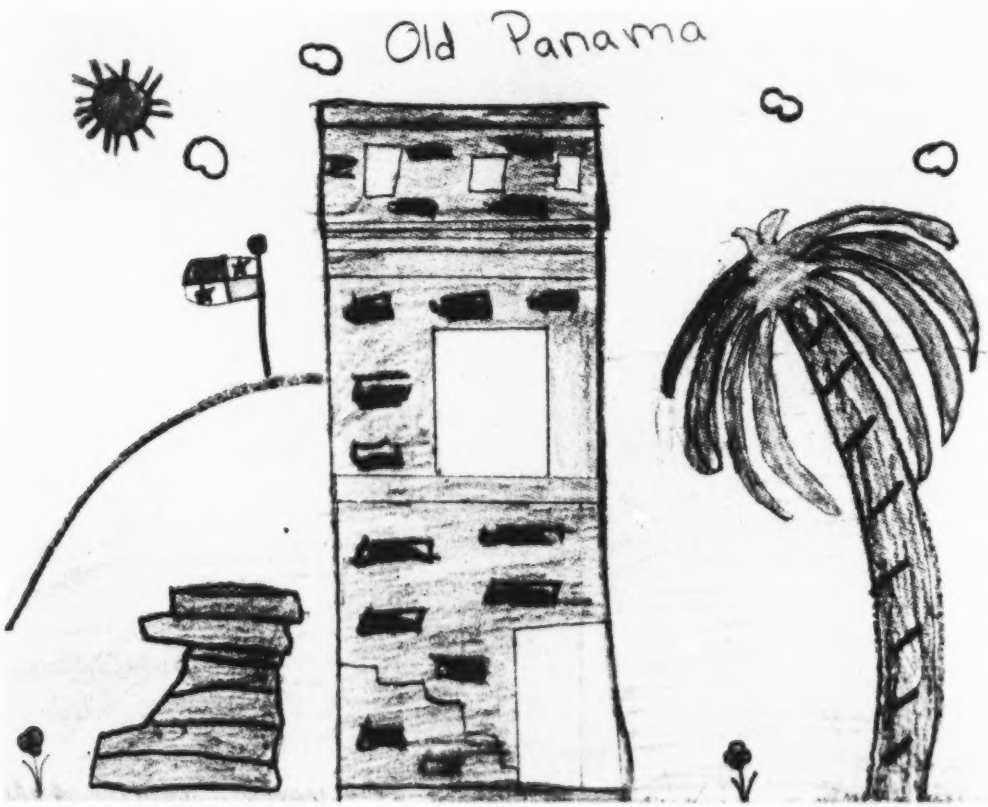
4. Have a student describe his/her home, and have a partner try to draw a picture of it from the description given.

5. Visit a host nation home.

6. Bring in play tools used to construct homes and use them. Safety rules must be observed to prevent injuries.

7. Identify tools in the host nation language.

8. Draw a picture of a host nation house.



Jessica Ruth
Escuela de Diablo
Panama

TOPICS:

VIII. Family needs
  B. Food
    1. Foods from the past and present
    2. National foods
      a. Daily
      b. Holidays
    3. Eating habits
      a. Manners
      b. Table arrangement
      c. Utensils

OBJECTIVES:

- Discuss the preparation of food past and present.
- Describe agricultural production of host nation foods.
- Identify staple foods of the host nation.
- Compare the kinds of food people buy in the commissary with those purchased in the host nation grocery store.
- Discuss the national foods of the host nation.
- Describe the host nation eating habits, manners, table arrangements and utensils.
- Discuss eating and table manners and compare them to those of the United States.
- Identify words in the host nation language.
- Identify songs, dances, games, and stories of the host nation culture.
- Join in study trips to host nation sites.
- Relate the spoken host nation language to a picture.
- Practice the host nation language with native speakers.
- Give examples of how the study of host nation language phrases helps in communication.
- Follow directions given in the host nation language.
- Join in an exchange with a partner school.

ACTIVITIES:

1. Students should bring in vegetables, fruits, plants, flowers, etc., to class which are raised in their host nation community. Compare these products to those found in America.

2. Read stories, tell folktales, and sing songs from the past which describe the preparation of food.

3. Explain the different processes in modern day food preparation.

4. Make a collage of the host nation foods.

5. Take a study trip to a grocery store to see how foods in the past compare with modern foods; e.g., kimchi, sauerkraut, smoked ham, pizza, processed cheese, potato chips, etc.

6. Visit an "Open Market," the supermarket, and the corner store. If possible, plant a small class garden. Sing songs about seeds and plants in both languages.

7. Explain a restaurant menu to the class.

8. Teach the necessary food and ordering vocabulary in the host nation language.

9. To develop the food and ordering vocabulary refer to the 1st grade appendix under host nation language development.

10. Take a study trip to a restaurant and have children order from a menu. Prepare students by practicing in class.

11. Start a menu collection.

12. Have students report on the restaurants they have visited with their families

13. Have students observe eating habits, manners, table arrangements, and utensils used in restaurants and discuss why they are different from those observed in an Amercian restaurant.

14. Discover the most common host nation foods.

15. Take study trip to the commissary and host nation grocery store to observe and buy items for a specific host nation recipe; e.g., vegetables for vegetable soup, cabbage for kimchi.

16. Invite parents to share food prepared from a host nation recipe.

17. Have the class practice the eating habits and manners of the host nation.

18. Participate with a host nation partner school in a sharing of host nation foods and American foods. Prepare American foods and share with senior citizens or orphans.

19. Take study trips to a bakery, dairy, farm, or marketplace.

20. Prepare host nation foods.

21. Make a cookbook of host nation and American foods entitled "Chefs International."

22. Prepare a luncheon for the parents using recipes from the cookbook made by the class.

23. Sing songs in both languages pertaining to food preparation and eating.

TOPICS:

IX. Family needs
  C. Clothing
    1. Traditional
      a. Dance - folk costumes
      b. Holiday - Mardi Gras, Fasching
      c. Wedding
      d. Religious occasions
    2. Uniforms and job related clothes

OBJECTIVES:

- Identify the materials used in clothing in the host nation community and where they come from.
- Compare the clothing of the two countries.
- Compare the clothing worn in the various seasons.
- Compare the traditional clothing worn in the two countries.
- Identify uniforms and job related clothes.
- Recite simple host nation songs and rhymes.
- Identify words in the host nation language.
- Join in study trips to host nation sites.
- Identify games of the host nation culture.
- Identify similarities and differences in clothing between a host nation family and one's own.

Katherine Lee
Escuela de Diablo
Panama

ACTIVITIES:

1. Bring in raw materials used in making clothes, and discuss how clothing is made.

2. Have the students show and match the raw material to the finished product by using puppets.

3. Have students bring in pictures depicting the clothing of the two nations. Identify the clothing in host nation language.

4. Have students wear host nation clothes and show how to wear them properly.

5. Make a bulletin board of clothes, "I have and have not worn." Identify in the host nation language.

6. Cut out and paste seasonal clothes and put them on a bulletin board.

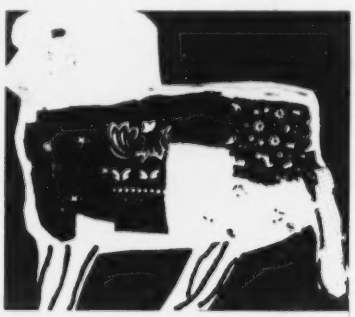
7. Have the children wear various seasonal clothes, and let classmates name the season when they are worn.

8. Encourage children to wear traditional clothes on holidays.

9. Teach children a song in both languages.

10. Take study trips to appropriate places where children can observe people wearing uniforms and job related clothes.

11. Participate in a game that identifies community helpers.



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APPENDIX

You may use the following suggestions to enrich some of the activities suggested for the first grade guide. Some of these suggestions can be applied to other grade levels and activities.

Host Nation Scrapbook

Have each student begin a scrapbook and entitle it "My Days in _____." The book should represent each student's own impressions and observations.

Host Nation Folder

A host nation unit folder can be started and can be sent home with the child when the study unit or marking period is completed.

Expanding Pictionnary

Class and Individuals - for preparation and use see above host nation folder.

T.V. Viewer (not a real T.V.!!!)

In addition to AV materials use the T.V. viewer for the host nation vocabulary and study trips. Children draw host nation objects to illustrate host nation words as well as borrowed words from a host nation language. The T.V. viewer can also be used to show the progress of a study trip.

Host Nation Resource Centers

Where these centers are available, check for student and teacher materials that are relevant to your unit. Obtain materials from Film Distribution Centers, police station, post office, bank, etc.

Year Long Host Nation Classroom Section or Center.

Set aside a specific area in the classroom for host nation related activities.

Host Nation Language Development Games

1. Truck Word Game

Use a child's dump truck filled with specific host nation words; e.g., foods, color words, etc. Have a child "unload" the dump truck and match words with the illustrations on the bulletin board.

2. Memory Game

Write specific host nation vocabulary words on the chalkboard or on flash cards. Erase or take out some of the words and have children name the missing words; e.g., days of the week, months of the year, numbers, etc.

3. Scrambled Words

Put specific host nation vocabulary on the chalkboard, pocket charts, or flash cards. Then scramble these words. The class is to unscramble the words and match them with the list on the chalkboard. As the year progresses, individual students may play this game rather than the whole class.

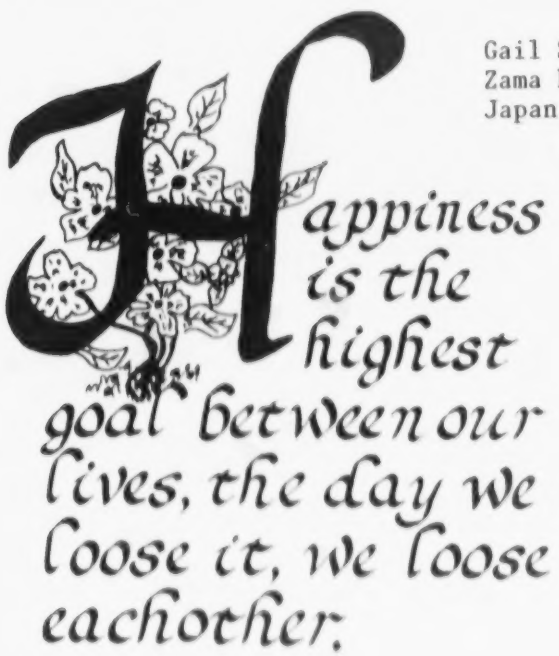
4. Concentration

At the beginning of the year use 10 flash cards: five words in American, and five in the host nation language. Color code red for Amercian and blue for host nation.

Example: Write five American number words on the red flash cards and five host nation number words on the blue cards. Turn flash cards with words down. The child is to turn over a red and a blue card. He is to try to match the American vocabulary to the host nation vocabulary. If he makes a pair, he takes another turn. If he doesn't, the cards are placed face down and next child takes a turn, trying to remember where the other child's cards are. The child with the most pairs at the end of the game wins. These cards can be increased as the children's proficiency increases.

Host Nation Musical Words

The children should be seated in a circle. A few children hold an illustration (cutout or card) in their hands. When the music starts, pass on the illustrations until the music stops. The children holding the illustrations have to name it. As the year progresses, this may be expanded so each child has an illustration.



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Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)

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